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ABSTRACT

A study investigated the following questions: (1) How does writing develop in a foreign language context? (2) What are the learners' perceptions of writing in a foreign language? (3) What is the influence of first language literacy skills on second language writing? (4) What is the influence of second language proficiency on second language writing? (5) Are the composing processes the same for the first and second language? The study examined seven students chosen for maximum variation in both first and second language proficiency from a pool of 70 students in a fourth-quarter French culture course. They were observed while writing a short essay and then interviewed afterward. Results document, first, the synthesis of patterns that emerged from observations of the act of writing. For instance, all seven described the writing process as difficult; all mentioned the importance of topic familiarity; all referred to their English proficiency when they described the writing process in French. Results also highlighted the similarities and differences in the composing styles between first and second languages. With no clear patterns across the seven subjects, tables show a complex matrix of writing styles. Implications show clearly that first language literacy and second language proficiency indeed impact second language writing. Instructors need to consider the development of second language writing skills as an extension of their students' first language literacy skills. (Includes two figures and four tables; contains 21 references, a student questionnaire, prompts, interview guidelines, and other appendixes.) (TB)

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COMPOSING IN FRENCH AND IN ENGLISH: WHAT THE WRITERS ARE TELLING US

by

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For nearly two decades now, communicative language teaching with its emphasis on oral skills has been the dominant focus in the second language classroom. The primacy of speaking and listening skills over reading and writing has been evident especially at the beginning levels of language instruction. Recently, however, concern over the neglect of literary skills has led to a more sophisticated notion of communication rooted in content-based instruction that includes proficiency in all four skills (Mohan, 1986). The result of this shift in curricular emphasis and instructional practice is that the skill of writing is beginning to assume its rightful place alongside the other skills. This reappraisal of the role of writing in the communicative classroom necessitated a study that included not only the written products and the composing processes of the learners, but an examination of the instructional context as well.

The research base in second language writing has increased dramatically in the last decade. Numerous English as a Second Language (ESL) case studies have described the writing process, whereas others have investigated the effect of second language (L2) proficiency on writing skills. Given the instructional practice in the L2 classroom of having students speak before they write, it is surprising to find that few studies (Brooks, 1985; Cumming, 1989, Kobayashi & Rinnert, 1992) consider the oral skills of their subjects as a starting point. Although a number of case studies have addressed the transfer of first language (L1) writing skills (Arndt, 1987; Friedlander, 1990; Galvan, 1985; Gaskill, 1986; Lay, 1982; Martin-Betancourt, 1986), Vann's study (1979) of English as a Foreign Language (EFL) writers stand alone in the investigation of oral and written syntactic relationships. Clearly, then, there is a need for more inquiry into the nature of

the influence of both first language literacy and second language proficiency on the development of second language writing skill.

In order to understand how writing develops in a foreign language context, one has to explore the thinking and behaviors of learners as they begin to use writing for communication and learning. Many factors contribute to the uniqueness of the foreign language context including the literacy level of the students and instructional emphasis in the foreign language classroom. Foreign language students at the university level are usually highly literate as evidenced by their SAT and/or ACT scores, and grade point averages. In the beginning levels of foreign language instruction, there is an emphasis on oral skills, and writing is generally viewed as a supportive skill (Magnan, 1985; Omaggio, 1986). On the intermediate level, however, reading and writing become the primary sources of communicating ideas and learning new information. This shift from spoken discourse to written discourse is reflected in a change from language-based to content-based instruction.

This study specifically addressed the following research question: How does writing develop in a foreign language context? A number of more direct questions were subsumed under this overall question:

1. What are the learners' perceptions of writing in a foreign language?
2. What is the influence of L1 literacy skills on L2 writing?
3. What is the influence of second language proficiency on L2 writing?
4. Are the composing processes the same for L1 and L2 writing?

METHODOLOGY

This study was a part of a larger study involving an analysis of the writing of 70 students enrolled in a fourth quarter French culture course at a large, midwestern university. French 104 is an introduction to Francophone cultural phenomena and includes readings, lectures, and discussions. During each class period, students are required to write a short essay based on a previous reading assignment. At the beginning of the study, all subjects answered a questionnaire on their proficiency in English and in French. (See Appendix A.) The overall design for this study was dual in nature involving a quantitative analysis of 300 writing samples, representing from three to five samples from each of the 70 subjects, and a qualitative analysis of the writing processes of seven case study subjects from that population. (See Figure 1.) The results of the quantitative analysis having been reported elsewhere, this presentation will focus on the qualitative findings.

QUANTITATIVE ANALYSIS

70 SUBJECTS

300 ESSAYS

THE ACT OF WRITING IN A FOREIGN LANGUAGE CONTEXT

QUALITATIVE ANALYSIS

SEVEN CASE STUDY SUBJECTS

Figure 1. Overall Research Design

The qualitative analysis consisted of an investigation of the writing processes of seven adult learners. Data included observations, retrospective interviews, and think-aloud protocols of their writing both in French and in English.

Of the 70 subjects who originally agreed to participate in the study, 20 volunteered to serve as case studies. The researcher used the method of purposeful sampling (Bodgan & Biklen, 1982) to identify seven subjects with the maximum variation in both first language and second language proficiency, including a measure of their L2 speaking skill. Other considerations were the number of years in high school French and whether or not the subjects had been enrolled in the regular or individualized (self-paced) language courses on the university level. Of the seven case studies, three were males and four were females, one of whom had completed coursework in the individualized program. (See Table 1.)

Table 1

Summary Table for Case Study Subjects

Subject	Section	Age	Sex	GPA	L1HS	L1CO	L2HS	Yrs.	L2CO	L2SP
1	1	20	F	3.00	3.70	4.00	2.00	2	2.35	1.00
2	2	20	M	3.69	3.00	2.00	3.00	2	3.33	3.15
3	3	22	F	2.70	3.00	3.07	-	0	3.47	4.00
4	1	19	F	3.80	3.50	4.00	2.50	2	3.70	3.57
5	2	20	M	3.60	4.00	4.00	3.00	2	3.67	4.00
6	3	19	M	2.40	3.00	3.00	-	4	2.00	2.00
7	1	22	F	2.75	4.00	4.00	3.00	2	3.85	3.70

The researcher observed each of the seven case studies during a class session in which they wrote a short essay. (See Appendix B.) Following the session, she conducted a retrospective interview with each subject. (See Appendix C.) The interview was audiotaped and transcribed for analysis. The data consisted of field notes taken during the observation period and the interview data. Data were analyzed for evidence of composing processes and the influence of both first language and second language proficiency on second language writing. Subjects were given copies of the transcriptions and were asked to comment on them. These member checks validated the findings of the researcher who compared the field notes with the interview data and synthesized the salient patterns that emerged in a description of writing in the foreign language context. This triangulation of methods was used to increase the trustworthiness of the study (Mathison, 1988). To safeguard against investigator bias, two research assistants conducted independent audits of the data and agreed (.99) with the taxonomy of the descriptors made by the researcher.

The seven case studies were also observed while writing in a language laboratory setting on separate occasions. During the first session that took place during the seventh week of the quarter, the researcher trained the subjects in the technique of think aloud. She used a script to maintain uniformity in the training. (See Appendix D.) The researcher then asked the subjects to compose aloud as they wrote a composition in English. (See Appendix E.) During the second session that took place a week later, the researcher reviewed the think aloud technique with the subjects and then asked them to write a second composition in French. (See Appendix F.) Subjects were allowed to use dictionaries for this task. All verbalizations were recorded, transcribed, and verified by a second transcriber. The transcribers identified the point at which writing began and noted instances of writing, reading, and pausing. Data from the two think aloud protocols were triangulated with data from the observations during the sessions and the

two debriefing interviews to inform the comparison between writing in English and writing in French. Two independent raters agreed (.99) with the comparison of the composing processes.

Prior to the actual writing sessions, the researcher familiarized the subjects with the procedures for the study. Subjects were seated in partially enclosed carrels. On the desk there were pens, paper, a headset, and a tape recorder. Subjects were asked to wear the headset while writing to preclude background noise. The researcher demonstrated how to think aloud, to say what one is thinking while writing. Subjects were told that they could think aloud in English, French, or a combination of both languages. The researcher taped the practice think aloud to verify that the subjects were indeed thinking aloud. She then asked the subjects if they were familiar enough with the procedures to begin the writing tasks.

Each writing session lasted for 30 minutes. Subjects were told, however, that they did not have to write for that amount of time. The designation of 30 minutes was merely a time frame for the task. The researcher noted the time when the task began and the moment when the subjects began to write. At the end of the writing sessions, the researcher conducted debriefing interviews in which she asked the subjects to recall behaviors during the prewriting, writing, and post-writing stages.

RESULTS AND DISCUSSION

This section is a synthesis of the patterns that emerged from the triangulation of the data when viewed across the case studies. The first part is a description of the act of writing in a foreign language context, whereas the second part highlights the similarities and differences in composing behaviors.

Synthesis

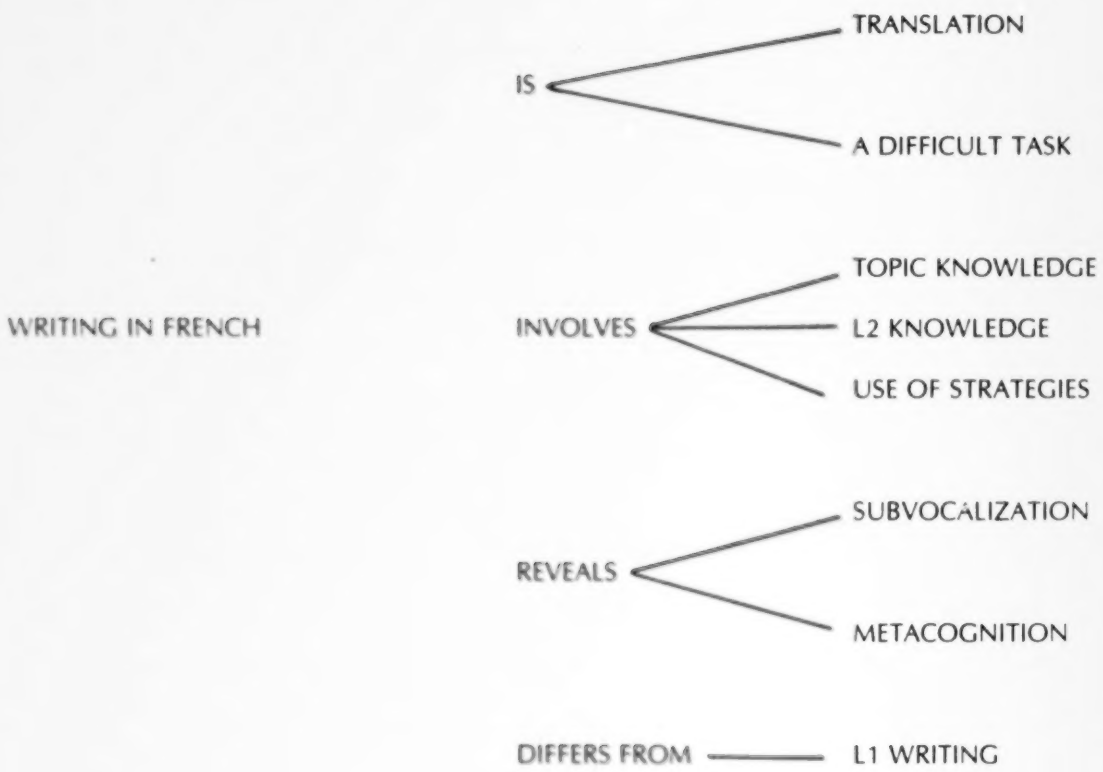

Figure 2 Taxonomy of Descriptors of the Act of Writing in a Foreign Language Context

Writing in French is translation. Of the seven case studies, five described the process of writing in terms of translation. Subjects 5 and 7 went beyond that definition and explained that the process also involves the use of internalized expressions. Although all of the subjects were

enrolled in the same level French course, it is interesting to note that these two subjects would be ranked higher than the other five subjects in L2 proficiency.

Writing in French is a difficult task. With the exception of Case Study 6, all of the subjects described the process as difficult. Some like Subjects 1 and 5 even expressed frustration at trying to get the words down on paper. The difficulty of the task does not seem to deter them, however. Four of the subjects (1, 3, 4, 7) admitted that they enjoyed writing in French as much as in their native tongue. Their love of writing does not appear to be language specific nor dependent on linguistic proficiency.

Writing in French involves topic knowledge. Five of the case studies mentioned the importance of topic familiarity when writing in French. This is not surprising given the fact that a typical academic writing task for these subjects is a content check based on assigned readings. What is interesting is that these learners tend to view topic knowledge as more important than linguistic proficiency. Subject 1, for example, knows that she can change around the words or find a synonym if she has to, but she is lost if she is not familiar with the subject matter. This attitude is reminiscent of the English as a Second Language (ESL) writers in Zamel's (1983) study who prioritized their method of writing as follows: Getting the meaning down on paper and organizing their thoughts came before considering the best expression. Moreover, this qualitative finding for the influence of topic knowledge on L2 writing corroborates Tedick's (1989) finding that ESL learners write essays that are significantly longer and qualitatively better when they are familiar with the topic versus when the prompt is general in nature.

Writing in French involves L2 knowledge. Of the seven case studies, six referred to their second language proficiency as they described what they do when they are writing in French. Most of them were concerned with vocabulary (1, 2, 3, 4, 5), two with grammar (3, 7), two with orthography (2, 7), and one with syntax (7). An interesting finding from the data is that subjects who

are very concerned with accuracy tend to be careful writers in English as well. An example of this is seen in the texts of Subject 2 who sounded out and spelled out words in both languages.

Writing in French involves the use of strategies. All of the case studies use strategies when they are writing in French, but they differ in the kind and number of techniques that facilitate the writing process. When confronted with the limitations of their L2 vocabulary, Subjects 1, 3, 4 and 5 try to find different words to say the same thing. Subjects 2 and 4 admit that sometimes they invent words or tense endings. Subjects 3 and 7 both use a dictionary while writing, but Subject 7 feels that she is overly dependent on it. Another strategy is using the notes based on the assigned readings. Subject 6 refers back to his notes to check on what he has written, whereas Subject 5 may even copy directly from his notes. A third example is a technique that Subject 3 uses to begin her content check. She rewords the question into her topic sentence.

Writing in French reveals subvocalization. Six of the seven case studies admit that they do say the words in French as they write them. Subject 5, however, says them in his mind and never out loud. Only Subject 6 stated that he did not subvocalize while writing, and his behavior in the think aloud sessions supports this fact. Two of the case studies (2, 7) describe subvocalization as beneficial to the writing process. Saying and sounding out the French words help them to be accurate, and Subject 2 even finds that this motivates him to complete the task.

Writing in French reveals metacognition. All of the subjects were able to express in varying degrees what it is they do when writing in a second language. Subjects 3, 5, and 7, in particular, were able to elaborate on the L2 writing process. Not surprising is the fact that these subjects would be ranked higher in terms of language proficiency than the other four subjects. Subject 3 stated that the think aloud sessions just reinforced what she always believed she was doing when she was writing in terms of thinking and organizing her thoughts. Subjects 5 and 7 are aware that when they write in French there is something more than translation going on. They are cognizant of the

fact that they use automatic or internalized expressions and that this contributes to the flow of their writing.

Writing in French differs from writing in English. Although Subject 6 considers writing in French to be similar to writing in English in that it involves the completion of a task and Subject 3 admits that the way she organizes her thoughts in both languages is basically the same, by and large the case studies perceive the act of writing in French to be different from writing in their native tongue. For Subject 1, her writing in French is choppier, whereas for Subject 3 it is less descriptive. Subjects 2 and 5 agree that their language is much simpler. Subject 4 reveals the need to change around the words to get her idea across. Subject 7 stresses syntactic differences in the two languages.

Comparison of L1 and L2 Composing Behaviors

The analysis of the think aloud protocols revealed a number of similarities as well as some differences in the composing processes of individual case studies. This section examines the patterns in the composing processes of all seven case studies as they went from writing in English to writing in French.

The first part of this analysis investigated the amount of time each subject spent writing the English and the French essays. Tables 2 and 3 present the breakdown in minutes for the prewriting and writing behaviors. The researcher defined the prewriting stage as the number of minutes that elapsed from the time the subjects were told to begin writing the essay to the point where they were observed actually transcribing on their papers. The writing stage referred to the number of minutes from the time they began transcribing to when they handed in their papers to the researcher. In general, the results show that most subjects spent very little time in the prewriting stage, regardless of the language. The only exception was Subject 4 who had difficulty with the think aloud

technique during the English essay. The average number of minutes spent in the prewriting stage was 2.67 minutes for the English essay and 1.86 minutes for the French essay. This finding correlates with that of Pianko (1979) who found that college Freshmen spent an average of 1.26 minutes in the prewriting stage. Overall the subjects spent less time writing in French than in English. This is not surprising given the fact that they have had more experience writing in their native tongue.

Table 2

Time Chart in Minutes for English Essay			
Subject	Prewriting	Writing	Total
1	4	21	25
2	2	28	30
3	3	26	29
4	13	2	15
5	4	21	25
6	2	23	25
7	1	23	24
Average	2.67	23.67	26.33
Note: Subject 4 is not included in the average			

Table 3

Time Chart in Minutes for French Essay			
Subject	Prewriting	Writing	Total
1	1	16	17
2	2	28	30
3	4	23	27
4	1	16	17
5	1	15	16
6	2	15	17
7	2	28	30
Average	1.86	20.14	22

Having examined the time allotment for both essays, a closer examination of the composing behaviors within the prewriting, writing, and post-writing stages reveals similarities and differences across the case studies as they go from writing in their first language to writing in their second language. Table 4 presents a matrix of composing behaviors that emerged from the triangulation of data from the observations, think aloud protocols, and debriefing sessions. During the prewriting stage, all subjects read the directions and the prompt, and selected the topic for both essays. During the writing stage, all subjects were similar in their revising and reading behaviors while writing in both languages. Subjects tend to revise as they go along and often reread what they have written on the sentence and paragraph level. Six of the seven case studies showed evidence of planning on the local (word, sentence) level in both English and French.

Table 4

Matrix of Composing Behaviors in Two Languages Across Subjects														
Behaviors	1		2		3		4		5		6		7	
	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2
PREWRITING														
Reading	x	x	x	x	x	x		x	x	x	x	x	x	x
Selecting	x	x	x	x	x	x		x	x	x	x	x	x	x
Outlining					x	x								
WRITING														
Planning	x	x	x	x	x	x		x	x	x			x	x
Global			x	x	x	x			x				x	
Pausing		x			x	x		x	x					
Reading	x	x	x	x	x	x		x	x	x	x	x	x	x
Revising	x	x	x	x	x	x		x	x	x	x	x	x	x
Audience		x				x								x
Process					x	x								
POST-WRITING														
Reading	x				x	x					x	x	x	
Revising	x					x					x		x	

Differences among the subjects emerged in global planning, pausing, sounding out/spelling out words, audience awareness, and awareness of the writing process. Subjects 2 and 3 planned the overall structure of both of their essays, whereas Subjects 5 and 7 gave evidence of thesis development only in the English essay. Subject 3 paused for long periods while writing both essays. Subjects 1 and 4 were observed pausing during the writing of the L2 essay, whereas Subject 5 stopped frequently during the English essay. Subject 5's behavior corresponds with his negative comments on the think aloud protocol. Only two subjects sounded out or spelled out words as they wrote them, and they did this in both languages. As for demonstrating an awareness of audience, three of the seven subjects referred to their audience as they wrote in French. Subject 3 demonstrated an awareness of writing process as she wrote both of her essays. This finding is not

surprising when viewed in light of the fact that this subject had taken 13 college level English courses.

Because of the difficulty of demarcating the boundary between the writing and post-writing stages from the transcriptions of the think alouds, the researcher relied on the comments of the subjects during the debriefing session to elucidate the behaviors. There was no clear pattern across the seven subjects. Although there is evidence of rereading and revising behaviors, subjects stated that the kind and number of behaviors depend on the amount of time left in the writing exercise.

IMPLICATIONS

The results of this study have shed light on the development of writing in a foreign language context by focusing on the factors that facilitate or constrain literate behaviors. Overall the findings are consistent with previous research that indicates that both first language literacy and second language proficiency do indeed have an impact on second language writing. The significance of this study lies in its contribution to the knowledge base in second language literacy research. A better understanding of how writing develops will lead hopefully to improvements in curriculum and instructional practice.

A number of pedagogical implications have surfaced from this study of the development of second language literate behaviors. First, educators need to be aware of the many factors that influence this development including the first language literacy levels of the students, their second language proficiency, and the impact of the instructional environment. Given the evidence of the similarities in composing behaviors across languages, instructors should consider the development of L2 writing skills as an extension of their students' first language literacy skills. In a content area course, teachers should encourage their students to approach the task in much the same way that

they approach L1 academic writing assignments, i.e., with an emphasis on topic development and organization.

Second, educators also need to address the L2 linguistic deficiencies of their students especially in vocabulary and grammar. Given the constraints of time and class size, teachers could implement peer editing sessions in the classroom and support the use of computerized instructional aids outside the classroom.

Third, teachers need to be aware of their influence on the academic writing task. As Mohan and Lo discovered in their 1985 study of Chinese students learning to write in English, students write as they are taught to write. If the instructional emphasis is on grammatical accuracy, then the students will attend to errors.

Fourth, a broader implication of this study lies in curriculum development. In viewing L2 literacy development as an extension of L1 literacy, Santos (1992) suggests that L1 and L2 composition specialists come together to coordinate writing courses and programs (p. 12). Moreover, given the extent of L2 research done in the area of composing behaviors, textbook developers need to incorporate these findings that emphasize the process of writing as well as the product.

In addition to its effect on the applied level, this study has contributed to the building of a theory of second language writing by examining the factors that influence development. The current methodologies used in second language literacy studies are based on first language models. The present study is no exception in its examination of a foreign language context in which oral skills have been emphasized and where literate behaviors are emerging. First language literacy develops out of oral skills in children (Britton, 1970). The development of second language writing differs, however, in that adult second language learners have in addition to their speaking skills a repertoire of literate behaviors. A third factor in this process is the influence of the instructional context. The

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findings from this study suggest that the act of writing in a foreign language context is a continuum from first language literacy to second language proficiency to second language literacy.

The exploration of the acquisition of literacy continues to intrigue both L1 and L2 researchers as they seek to know how learners span the bridge from orality to literacy. From the numerous studies that have delved in this area, it is clear that the social context has a strong impact on the acquisition of literate behaviors. More research is needed in the domain of second language writing, especially studies that explore the effects of different contexts and different tasks, across different levels of proficiency. These studies will undoubtedly lead to a better understanding of the act of writing in another language.

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APPENDIX A

QUESTIONNAIRE

The following information is requested for statistical purposes only.
Age: _____
Sex: _____

Please answer the following questions to the best of your knowledge:

1. Is English your native language? _____

2. If not, what is your native language? _____

3. What is your present GPA (grade point average)? _____

4. What was your overall grade for English in high school? _____

5. If you have taken any college level English courses, give the title of the course and grade:
_____

6. Did you take the SAT?_____ACT?_____

7. What was your combined SAT score?_____
Verbal:_____

8. What was your combined ACT score?_____
Verbal:_____

9. Did you take French in high school?_____
For how many years?_____ What was your overall grade?_____

10. Did you take French 101 at OSU?_____ If not, where?_____
French 102_____
French 103_____

11. Were you enrolled in the regularly scheduled French classes at OSU or individualized instruction?_____

12. Final grades for French 101____ 102____103____

13. Speaking test grades in French 101_____102_____103_____

14. If you cannot remember your French grades, do you give the researcher, Mary E. Lavin Crerand, permission to obtain this information from the French department?_____

Thank you for completing the questionnaire.

APPENDIX B

PROMPTS FOR THE FIVE CONTENT CHECKS

10-2-91 QU'EST-CE QUE L'ETHNOCENTRISME? QUELS PROBLEMES PEUT-IL POSER?
[What is ethnocentrism? What problems does it pose?]

10-18-91 PARLEZ DU SEPARATISME EN VOUS AIDANT D'UN EXEMPLE.
[Talk about separatism by giving an example.]

11-1-91 PARLEZ DE TROIS NOUVELLES REUSSITES TECHNOLOGIQUES FRANCAISES.
[Talk about three recent French technological advances.]

11-20-91 QU'EST-CE QUI EXPLIQUE QUE LES IMMIGRANTS VENUS RECEMMENT EN FRANCE S'INTEGRENT SOUVENT AVEC DIFFICULTE DANS LA SOCIETE?
[Explain why immigrants who have recently arrived in France have difficulty integrating into society.]

11-25-91 QU'EST-CE QUE LE MONDE FRANCOPHONE ET SES ORIGINES?
[What is the Francophone world and its origin?]

APPENDIX C

Guidelines for the retrospective interview:

A. Questions based on the observation and field notes.

Clarifications and stimulated recall by referring to the product.

1. Focus on prewriting: What was the first thing that you did? What were you thinking about? Were you thinking in French or in English?
2. Focus on writing: Do you remember stopping at any points in the writing exercise, and if so, why did you stop?
3. Focus on postwriting: Did you go back over your writing sample at the end? Rereading? Revising?
4. Do you ever subvocalize while writing in French? Are you doing this in French or in English?
5. How did you feel about my observing you while you were writing?

B. General questions about the writing process.

1. What is the easiest/most difficult thing about writing in French?
2. What is the easiest/most difficult thing about writing in English?
3. How would you compare the way you write in English with the way you write in French?
4. What happens when you cannot remember a word or a tense ending while you are writing in French.
5. Do you ever subvocalize while writing in French? Are you doing this in French or in English?
6. Do you like to write in French? In English? Do you ever do any writing in either language other than classroom assignments?

APPENDIX D

SCRIPT FOR THINK ALOUD TRAINING SESSION

1. One of the purposes of this project is to find out what students think about and what students do when they write in English or in French. Since we cannot look inside your brain to do that, we need to use the think-aloud technique–saying aloud what you are thinking before, during, and after writing.

The think-aloud procedure is something you already know how to do and have practiced many times. When you were in elementary school and had to go to the board to do some math problem such as 25 x 5 = ? [write on board and demonstrate the technique], you were thinking out aloud. Let's try another example: Here are three jugs, each with different capacities [draw on board]. The first jug can hold 9 gallon, the second, 42, and the third, 6. Notice that from the shape of the bottles, it would be difficult to estimate the half-way mark. How could you measure out exactly 21 gallons of water? [Ask subjects to think out aloud].

This is how the think-aloud procedure works for writing. I'm going to ask you to work on a writing assignment much like one your teacher might assign. I'd like you to work on it just as you might if you were writing in class or at home. The only difference is that you will try to say aloud whatever you are thinking before, during, and after you write. If you pause to think about what to write next–if you get stuck–try to say aloud what you are thinking. Remember, the more you say, the more we'll learn about what you think. In a way, we are overhearing what you think–we are recording "movies of your mind" while you write.

Do you have any questions?

2. This is a practice session. What I would like you to do is write for five minutes on this topic. Remember to say aloud what you are thinking before, during, and after you write.

TODAY IS ELECTION DAY 1991. YOU HAVE JUST FINISHED VOTING. AS YOU LEAVE THE POLLING PLACE YOU RUN INTO YOUR BEST FRIEND WHO CANNOT DECIDE WHETHER TO VOTE OR NOT. WHAT WOULD YOU SAY TO HIM OR HER?

APPENDIX E

DIRECTIONS

You will have 30 minutes to write on the following topic. Imagine that you are addressing American university students. Remember to think out loud before, during, and after you write.

What do you think is the most important American cultural phenomenon in 1991?

APPENDIX F

DIRECTIONS

You will have 30 minutes to write on the following topic. For your audience, imagine you are addressing French university students. Remember to think out loud before, during, and after you write in French.

Selon vous, quel est l'aspect le plus intéressant de la culture française?